

THE PURSUIT OF QUALITY IN A CHANGING ENVIRONMENT

**Kentucky Council on
Postsecondary Education
May 24, 2006**

Presentation by:

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My Initial Premise:

The **QUALITY** of any educational program

= the **QUALITY OF STUDENT LEARNING**
in and from the program

MY AGENDA

- I. How is Our Environment Changing?**
- II. What Should We Be Doing – To Pursue Quality in this New Environment?**
- III. Review and Conclusions**

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MY AGENDA

I. How is Our Environment Changing?

- ✓ • **World**
- **US**
- **Kentucky**

1. HOW is our environment changing? **WORLD**

- Technology: “World is Flat”
 - Higher Education (HE): A Global Enterprise
 - HE: Even more important now

“Tertiary education [i.e., higher education] is more critical, the flatter the world gets.”

-Thomas Friedman, *The World is Flat* (p. 289)

“[The new world economy] is *highly knowledge-intensive* – so you must be good at constantly learning. If you stand still, you fall back.”

-J.F. Rischard, *High Noon* (p. 30)

1. HOW is our environment changing? **WORLD**

- Technology: “World is Flat”
 - Higher Education (HE): A Global Enterprise
 - HE: Even more important now
 - HE: New Ways of Educating
- World Economy: More Market Oriented
 - HE: More Competition
- World Population: Still Growing
 - HE: Lots of people to educate
- World Problems: Not Being Addressed

20 Global Issues (from “High Noon”, J. F. Rischard)

I. Sharing Our Planet Issues: (some examples)

- Global warming
- Deforestation
- Water deficits

II. Sharing Our Humanity Issues:

- Fight against poverty
- Education for all
- Global infectious diseases

III. Sharing Our Rule Book: Issues Needing Global Regulation

- Global financial architecture
- Illegal drugs
- International labor and migration rules

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- World Economy: More Market Oriented
 - HE: More Competition
- World Population: Still Growing
 - HE: Lots of people to educate
- World Problems: Not Being Addressed
 - HE: Are we preparing people who can address these problems?

MY AGENDA

I. How is Our Environment Changing?

- World
- ✓ • US
- Kentucky

1. HOW is our environment changing? **UNITED STATES**

- **MORE PRESSURE:**
 - **Greater awareness that college graduates are not learning well**

**Evidence That Students Are NOT Having
Significant Learning Experiences:**

- **Employers**
- **National Study of Adult Literacy**
- **Collegiate Learning Assessment**
- **“Declining by Degrees”**
- **Bok: “Our Underachieving Colleges”**

1. HOW is our environment changing? **UNITED STATES**

- **MORE PRESSURE:**
 - Greater awareness that college graduates are not learning well
 - Calls for greater accountability
- **MORE CHALLENGE: Nature of Students**
 - Technologically-savvy (some)
 - Poorly prepared for college (many)
- **MORE RESOURCES: Intellectual**

MY AGENDA

I. How is Our Environment Changing?

- World
- US
- ✓ • Kentucky

1. HOW is our environment changing? KENTUCKY

- ALL of the above, + Effort at Postsecondary Education Reform
- 5 Questions:
 1. Are high school graduates ready? (PREPARATION)
 2. Can they afford higher education? (ACCESS)
 3. Are we adding to the pool of educated citizens? (OVERALL QUANTITY)
 4. Are college graduates prepared for life and work? (OVERALL QUALITY)
 5. Are the people, society and economy of Kentucky benefiting? (OVERALL IMPACT)

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Conclusions: OUR CHANGING ENVIRONMENT

- **Higher Education is critically important.**

Conclusions: OUR CHANGING ENVIRONMENT

- Higher Education is critically important.
- We are not currently doing a very good job.

Conclusions: OUR CHANGING ENVIRONMENT

- Higher Education is critically important.
- We are not currently doing a very good job.
- It is critically important that we find a way to do our job better.
 - Probably not going to get a lot more money or time.
 - Therefore, we need to learn how to do our job more efficiently and more effectively, i.e., smarter.

MY AGENDA

- I. How is Our Environment Changing?**
- ✓ **II. What Should We Be Doing – To Pursue Quality in this New Environment?**
- III. Review and Conclusions**

2. What should we be doing about all this?

- **STOP** acting like we're living in the 19th or 20th century.
- **START** adapting to the world we do live in.
 - **RE-THINK** our ultimate purpose(s).
 - Develop **NEW STRATEGIES** for achieving those purposes.
 - **GEAR OURSELVES UP:** Acquire the perspectives, knowledge, and skills we need – individually and organizationally

IMPROVING TEACHING AND LEARNING

We
want...

**BETTER
STUDENT
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which requires

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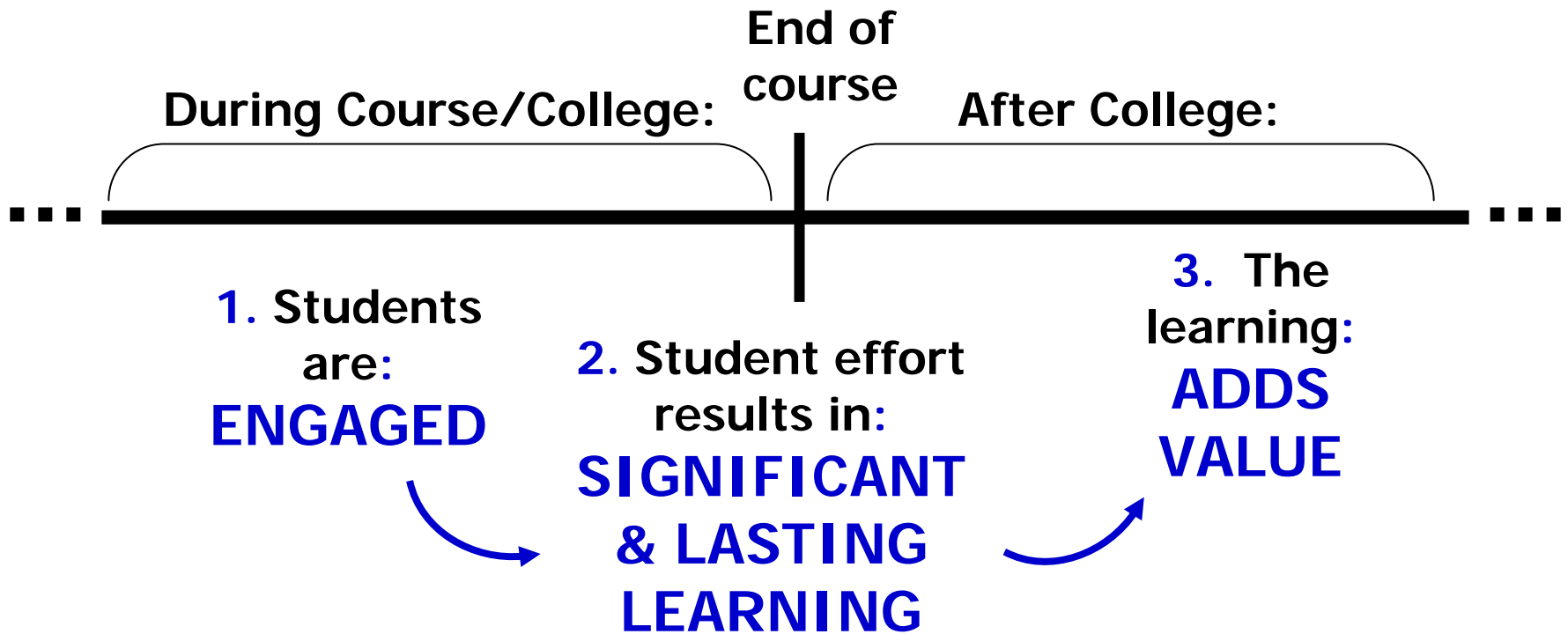
BETTER STUDENT LEARNING:

- Need a “higher quality learning experience”.
- What might that mean?

1. Defining “High Quality Learning Experience”

- Different stages in the “learning-living” process

3 FEATURES OF A HIGH QUALITY LEARNING EXPERIENCE



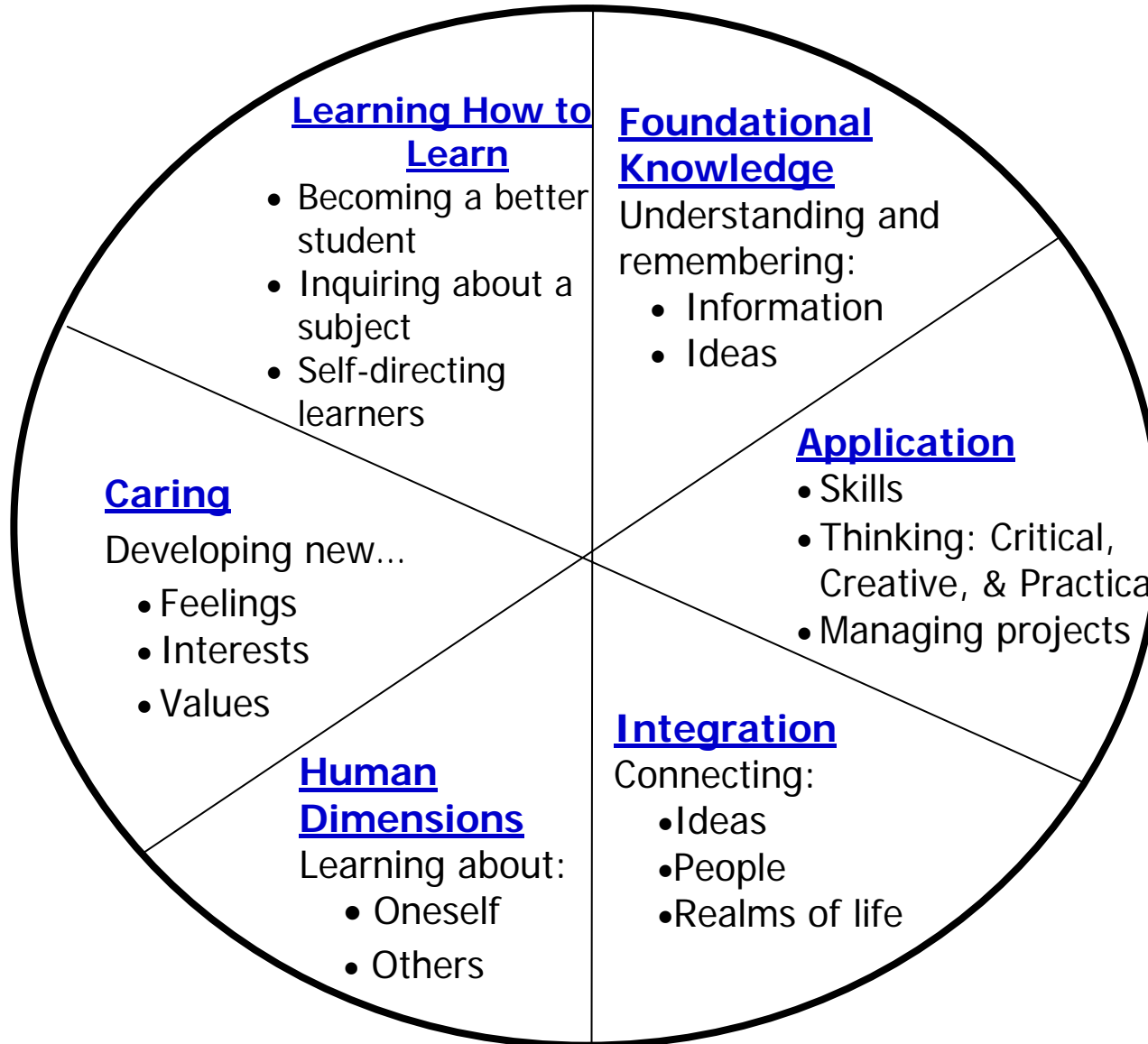
1. Defining “High Quality Learning Experience”

- Different stages in the “learning-living” process
- What students learn: It **MUST** be more than “learning the content”
 - Bloom’s “Taxonomy of Educational Objectives”
 - Knowledge (recall memory)
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation

1. Defining “High Quality Learning Experience”

- Different stages in the “learning-living” process
- What students learn: It MUST be more than “learning the content”
 - Bloom’s “Taxonomy of Educational Objectives”
 - Fink’s “Taxonomy of Significant Learning”

Taxonomy of Significant Learning



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In courses with **significant learning**, students will:

1. **Understand and remember** the key concepts, terms, relationship, etc.
2. Know how to **use** the content.
3. Be able to **relate** this subject to other subjects.
4. Understand the **personal and social** implications of knowing about this subject.
5. **Value** this subject and further learning about it.
6. Know how to **keep on learning** about this subject, after the course is over.

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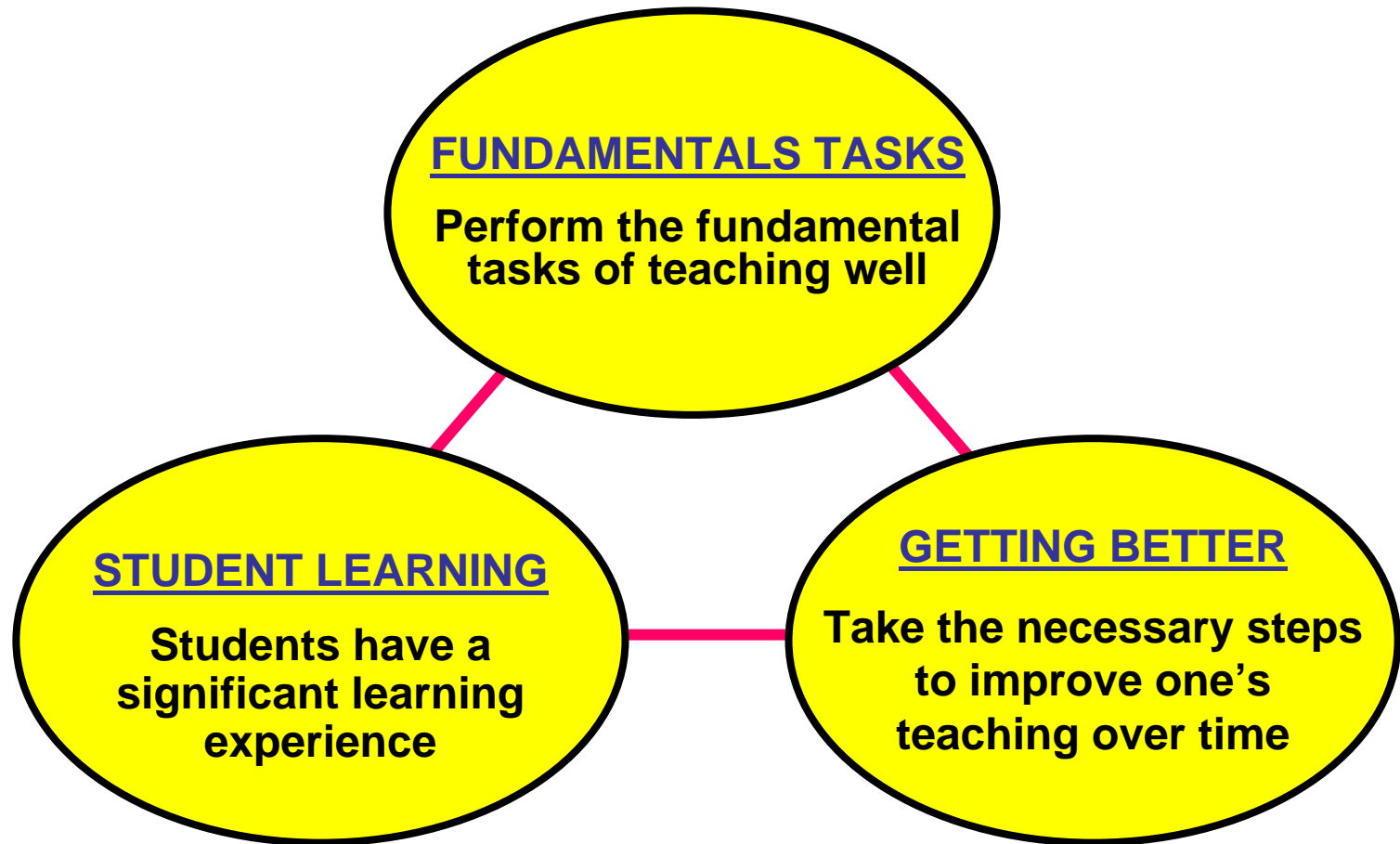
BETTER TEACHING:

- **What can faculty do, to become better teachers?**

GENERAL ANSWER:

- **Broaden their understanding of what is involved in high quality TEACHING.**
- **“MODEL OF HIGH QUALITY TEACHING”**

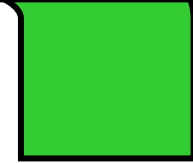
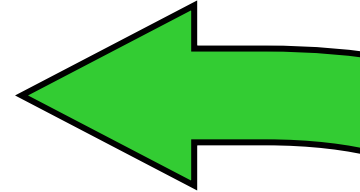
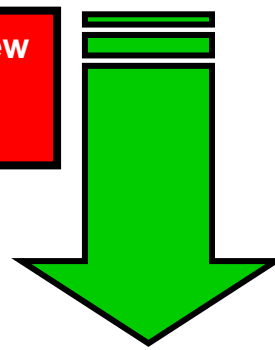
A Model of HIGH QUALITY TEACHING



**GETTING
BETTER
Over Time**

**Acquire new
ideas on
teaching**

**Reflect on what
else one needs
to learn**



**FOUR
FUNDAMENTAL
TASKS of
Teaching**

**Knowledge of
subject matter**

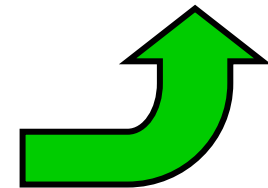
**Interactions
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**Design
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**Course
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**Try new
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**Assess the
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**Impact on
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- **DURING** the course
- **END** of the course
- **AFTER** the course

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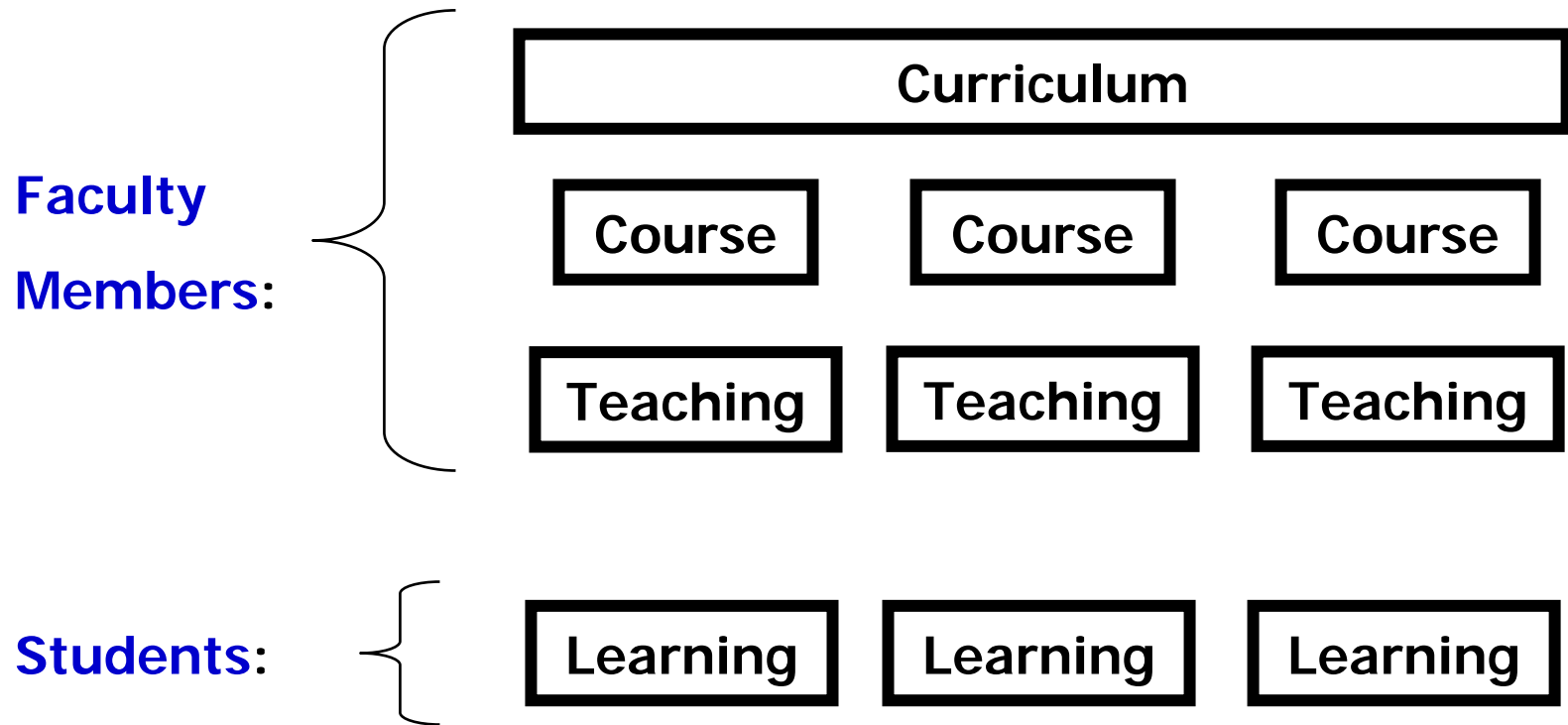
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Pursuing Quality in a Changing Environment



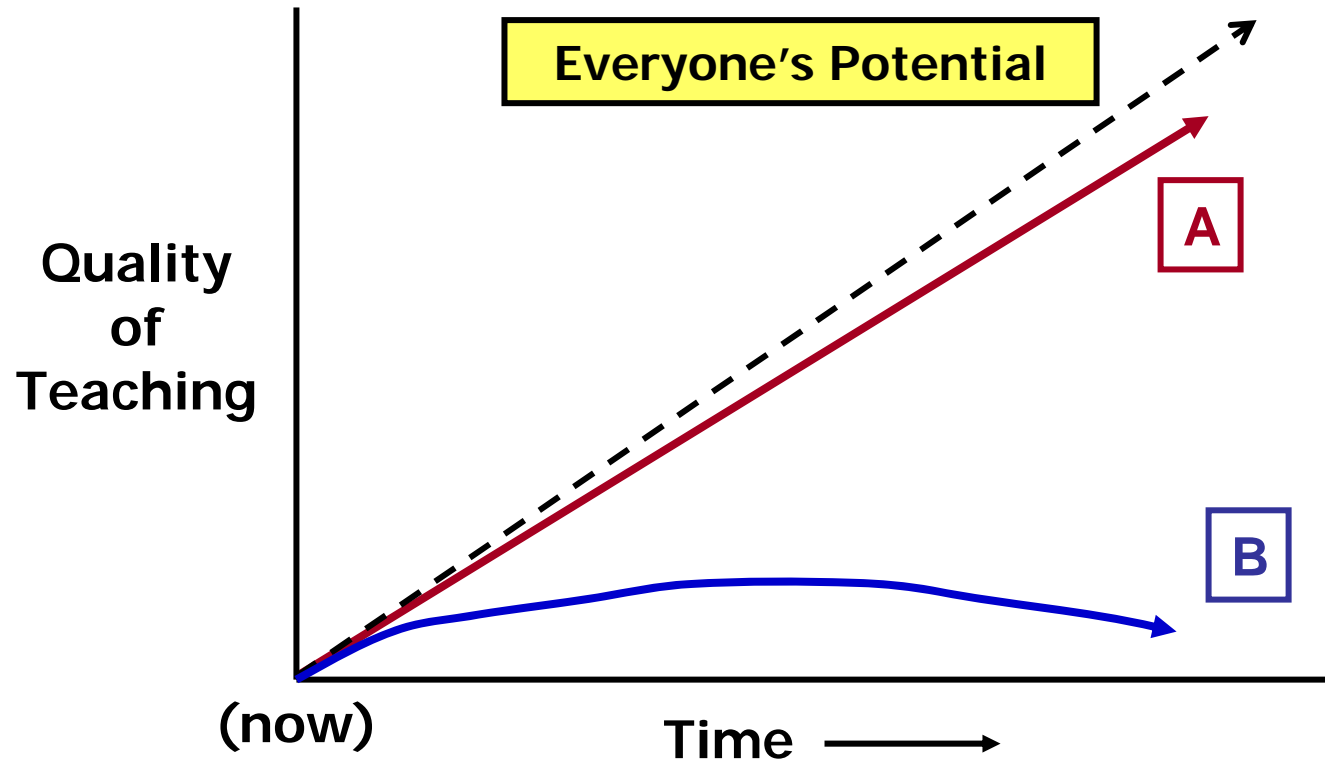
QUESTION:

- How well is the faculty prepared for these tasks?

FACULTY MEMBERS:

- Take their role as “Subject Matter Specialists” very seriously.
 - Focus of Graduate School
 - Focus of Hiring Process
 - Focus of Promotion & Tenure
- Do NOT take their role as “**PROFESSIONAL EDUCATORS**” as seriously.
 - Especially not the task of “**Professional Development.**”

Getting Better Over Time



Question:

How much time should faculty members spend each year, learning about “teaching and learning”?

Observation

Jet Blue Airlines: The “stay-at-home housewives” who do the reservation work for, are required to spend **4 hours every month** (=48 hours a year), in professional training, learning new skills and keeping up with changes in the company.

Question:

Is not “College Teaching” at least as complex as making reservations for an airline?

1991 - 1995

1991 – ACTIVE LEARNING

1991 – COOPERATIVE LEARNING

1992 – LEARNING STYLES

1993 – CLASSROOM ASSESSMENT TECHNIQUES

**1995 – CRITICALLY REFLECTING ON YOUR OWN
TEACHING**

1995 – EVALUATING YOUR OWN TEACHING

1995 – EMOTIONAL INTELLIGENCE

1996 - 2000

**1996 – TEACHING STUDENTS HOW TO
ENGAGE IDEAS**

1997 – TEACHING PORTFOLIO

1997 – DEEP LEARNING

1998 – EFFECTIVE GRADING RUBRICS

**1998 – IN-DEPTH UNDERSTANDING OF
ONESELF AS A PERSON/TEACHER**

1996 – 2000 (cont.)

1998 – SERVICE LEARNING

**1998 – STRUCTURED ASSIGNMENTS FOR
SMALL GROUPS**

1999 – PEER REVIEW OF TEACHING

1999 – LEARNING COMMUNITIES

2001 – Present

2001 - PROBLEM-BASED LEARNING

2002 – HOW THE BRAIN WORKS

2002 – LEARNER-CENTERED TEACHING

**2003 – A TAXONOMY OF SIGNIFICANT
LEARNING**

2003 – INTEGRATED COURSE DESIGN

2001 – Present (cont.)

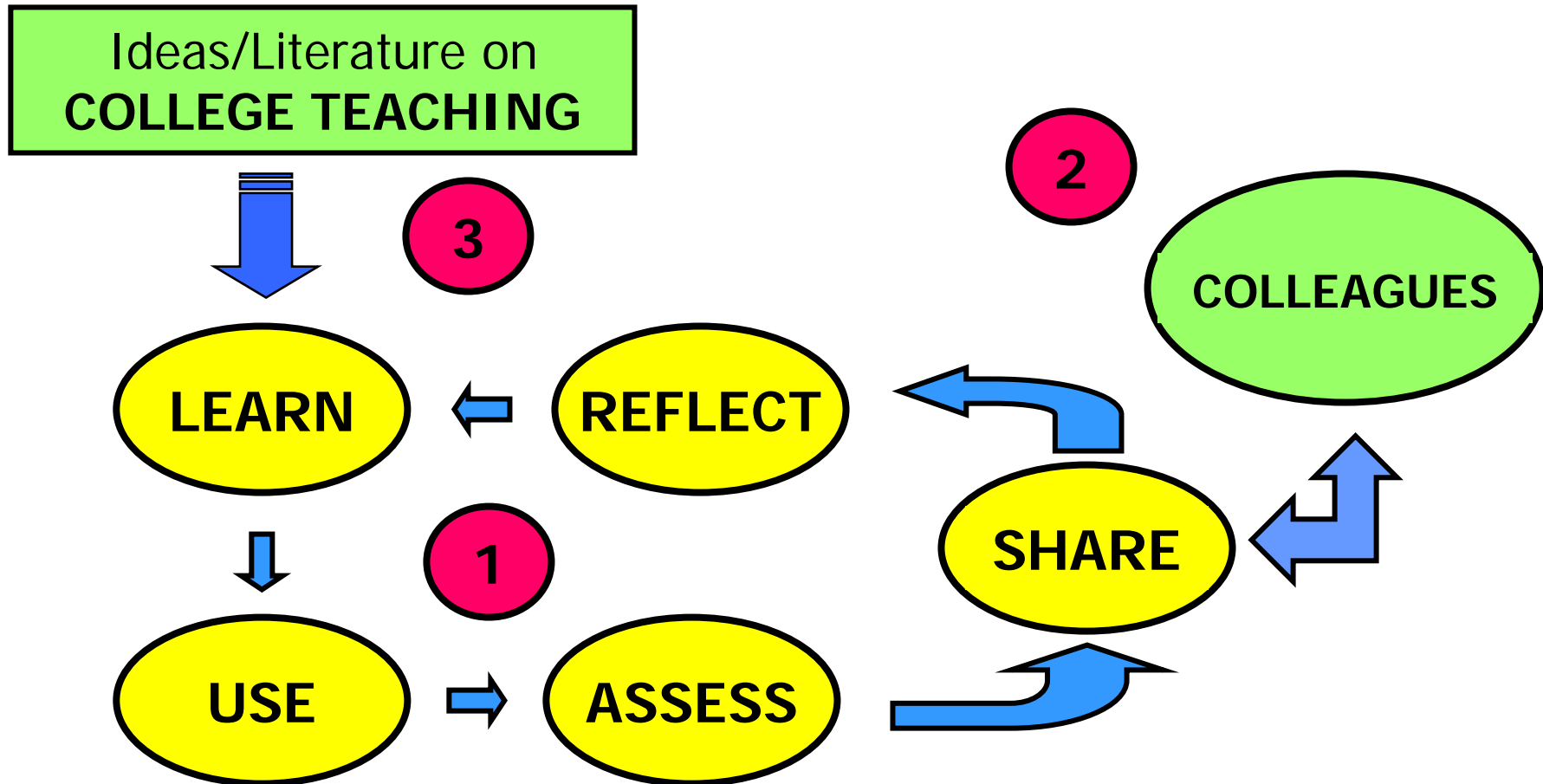
**2004 – THEORIES OF LEARNING AND
MOTIVATION**

2004 – TEAM-BASED LEARNING

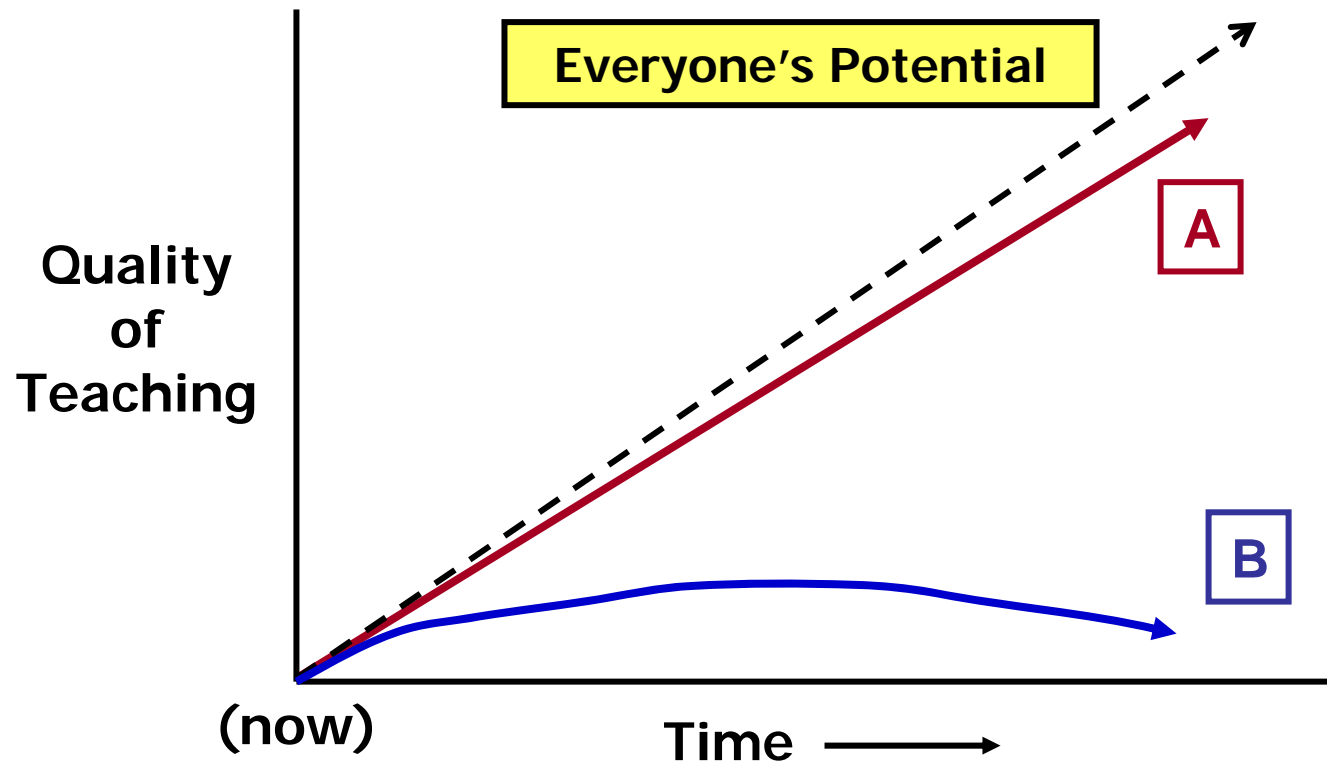
2004 – LEARNING PORTFOLIOS

2004 – FORMATIVE FEEDBACK

The LEARNING CYCLE & 3 SOURCES OF LEARNING



Getting Better Over Time



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INSTITUTIONAL CHANGE:

- What do institutions need to do, to better **enable and empower** the faculty as teachers?

My Answer:

- Support the development of college faculty as **PROFESSIONAL EDUCATORS.**

FACULTY AS PROFESSIONAL EDUCATORS:

What would that mean?

That college teachers are:

- 1. Familiar with the literature on college teaching,**
- 2. Using the ideas of “best practice” in their own teaching, and**
- 3. Engaging in continuous improvement regarding current ideas on teaching and their teaching.**

Faculty as PROFESSIONAL EDUCATORS:

What could a university do, to support this more effectively?

- 1. Establish expectations**
- 2. Provide support**
- 3. Assess and reward**

The Development of Faculty as PROFESSIONAL EDUCATORS

1. Establish EXPECTATIONS

- Hire faculty who want to “learn & get better”
- Beginning of year: Plan faculty work

2. Provide SUPPORT

- Open up TIME
- Provide campus-based fac. dev. program

3. ASSESS & REWARD

- Assess teaching more holistically
- Add “Professional Development” as 4th kind of expected kind of faculty work

Additional Ideas from Dee Fink:

1. Establish EXPECTATIONS

- Hire faculty who want to “learn & get better”
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**Interactions
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**Design
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**Try new
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ASSESSING TEACHING MORE HOLISTICALLY

1. Did they **DESIGN THEIR COURSES** well?
2. Did they **INTERACT/COMMUNICATE** with students well?
3. Did the course experience result in **SIGNIFICANT KINDS OF STUDENT LEARNING**?
4. Did the faculty member make a significant effort to **IMPROVE** their teaching?

CRITERIA:

SOURCES OF INFORMATION:

| | |
|---------------------------------------|--|
| 1. Course Design | |
| 2. Interaction with students | |
| 3. Student Learning | |
| 4. Getting Better as a Teacher | |

CRITERIA:

SOURCES OF INFORMATION:

| | |
|---------------------------------------|---|
| 1. Course Design | <ul style="list-style-type: none">• Course materials:<ul style="list-style-type: none">–Syllabus, assignments, assessment tools |
| 2. Interaction with students | <ul style="list-style-type: none">• Student questionnaires<ul style="list-style-type: none">–Engaging? Motivating? Inclusive? Fair? |
| 3. Student Learning | <ul style="list-style-type: none">• Products of student work<ul style="list-style-type: none">–Samples (high, medium, low) |
| 4. Getting Better as a Teacher | <ul style="list-style-type: none">• Faculty self-report<ul style="list-style-type: none">–What did you do to LEARN? What CHANGES did you make? |

Additional Ideas from Dee Fink:

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2. Provide SUPPORT

- Open up TIME
- Provide campus-based fac. dev. program

3. ASSESS & REWARD

- Assess teaching more holistically
- Add “Professional Development” to promotion & tenure criteria.

PRIMARY DIMENSIONS OF FACULTY WORK

1. Teaching _____
2. Research & Creative Activity _____
3. Service _____
4. Professional Development _____
 - Teaching
 - Research
 - Service
 - Professional Self-Management

TOTAL: _____
100%

The Development of Faculty as PROFESSIONAL EDUCATORS

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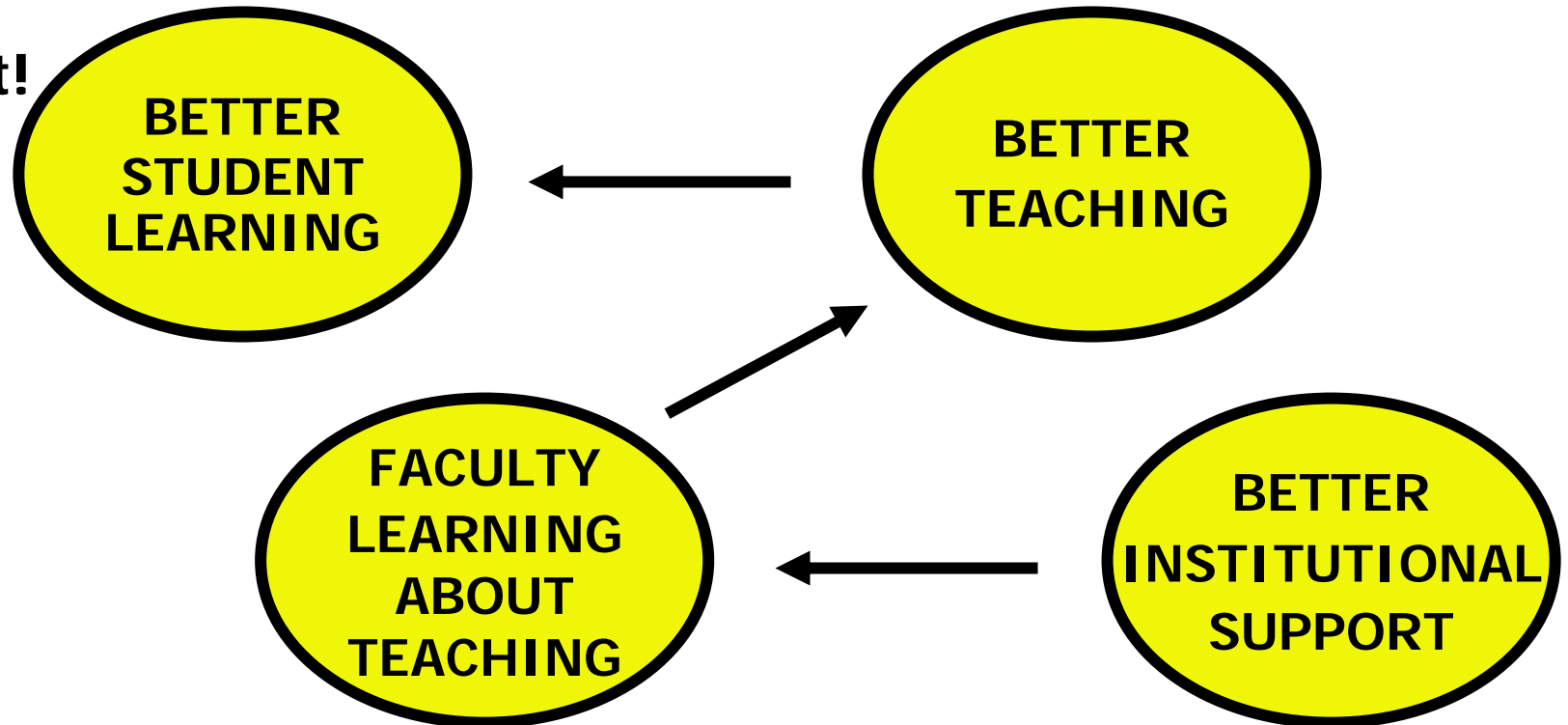
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IMPROVING TEACHING AND LEARNING

Which
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MY AGENDA

- I. How is Our Environment Changing?**
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-  **III. Review and Conclusions**

REVIEW:

- 1. We Live in a Rapidly Changing Environment.**
- 2. We Need to Make Some Significant Changes in the Way We Go About Our Business.**

CONCLUSIONS:

What Changes Do We Need to Make?

1. INSTITUTIONS: (re: Campus Leaders)

- **Get serious about attending to the quality of our educational programs.**
- **Make changes in the way we evaluate teaching and faculty work.**

CONCLUSIONS:

What Changes Do We Need to Make?

1. INSTITUTIONS:

2. FACULTY MEMBERS:

- Take our roles as “Professional Educators” much more seriously.
- Spend time learning about teaching and learning.
- Make changes in the way we teach, i.e., in the way we promote student learning.

CONCLUSIONS:

What Changes Do We Need to Make?

1. INSTITUTIONS:

2. FACULTY MEMBERS:

3. FACULTY DEVELOPERS:

- Realize that we play a critical role in our organizations – as potential change agents.
- Take our roles as “Professionals” in college teaching and organizational change as seriously as possible.

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THE END!

